

# Music at Sir Alexander Fleming

## Planning Inclusive Lessons

At Sir Alexander Fleming, music teaching and learning offers a progression of skills and includes opportunities to appraise, compose and perform with a range of instruments. For music education to be accessible and inclusive for all, teachers anticipate potential barriers for individual learners and consider ways of minimising these to ensure participation. For some learners, music can be a medium to break down barriers that may exist in other curriculum subjects. Music at Sir Alexander Fleming allows freedom and flexibility in musical expression, preferences and performance. This is beneficial, not only for musical development, but for the growth of self-confidence and for the fostering of creative flair in all learners.



## Creating an Inclusive Environment

Considering this, we ensure that all aspects of learners' involvement in music education is as inclusive as possible. Music can form an effective method of communication, so including it as part of repetitive routines such as the attendance register, number and phonics learning, as well as other daily routines, provides predictable, reassuring and memorable

experiences for learners. Music has the potential to create challenges for children with sensory issues. At Sir Alexander Fleming we consider this when creating an effective learning environment. Teachers consider the layout of rooms and groups sizes to maximise participation for children with specific needs. Although music-making opportunities, such as playing instruments together or singing, lend themselves to groups, some learners benefit from working individually, with or without the support of an adult and/or ICT.

### How do we support learners with sensory issues?

Pre-exposure to music and instruments to help prepare learners -

Create opportunities for physical contact with instruments

Consider the lighting in rooms to reduce glare.

### How do we support learners who struggle to retain vocabulary?

Begin each lesson with key

vocabulary learned to date

Visual word banks on learning

objectives for all children

Embed language throughout the school day and refer back to

vocabulary used

Elements of music poster to refer to—this will help to support the

vocabulary needed to appraise music.

### How do we support learners who need additional time to develop conceptual understanding?

Break down concepts into small steps

Maximise opportunities for modelling and imitation

Where possible, create small group opportunities with closer adult intervention

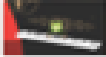





How do we support children who struggle with attention?

Consider layout to engage all learners and maximise access to resources

Consider potential sources of distraction

Arrange movement breaks or short 'time-outs'

## Musical Elements

	<b>Pitch</b>	High or low
	<b>Duration</b>	Length of notes
	<b>Timbre</b>	The sound quality and difference between the sounds
	<b>Dynamics</b>	Volume/louder/quieter/silent
	<b>Tempo</b>	The speed
	<b>Structure</b>	Sections of music eg. chorus
	<b>Texture</b>	Number of instruments and how they fit together

Teaching considerations

Early years

Key stage 1

Key stage 2

Children to be exposed to appropriate range of instruments  
Time for singing incorporated into the school day  
Reference to nursery rhymes and simple songs that can be memorised

Singing, rhyming and chanting for significant parts of the KS1 curriculum  
Carefully selected instruments so all learners have access  
Correct terminology to be used (simplify with visual aids rather than simpler vocabulary)

Further development from KS1 considerations  
Children given the opportunity to compose and improvise  
Children to develop understanding of musical notation